DOCUMENT RESUME

ED 115 744 CE 005 555

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TITLE Independent Study Unit for Exceptional Students.
INSTITUTION Westside Area Career/Occupation Project, Glendale, Ariz.
PUB DATE Jun 75
NOTE 51p.

EDRS PRICE MF-$0.76 HC-$3.32 Plus Postage
DESCRIPTORS Educational Programs; *High Achievers; *Independent Study; Individualized Programs; *Junior High School Students; Learning Activities; *Program Descriptions; Secondary Education; Study Guides; *Units of Study (Subject Fields)

ABSTRACT

The program is designed to provide an opportunity in independent study for junior high school students with high ability and motivation. The independent study program is undertaken with the guidance of an advisor. Four independent study activities offered to the student are: write a research paper on Arizona history, government, U.S. History, and U.S. Government; create a tape library on an approved topic; organize a career day for grades 7-8; and investigate one of the branches of the armed forces. Each activity is provided with a description, general objectives, and student objectives. A separate activity packet for each independent study program outlines specific responsibilities for the student and the advisor. These include a suggested schedule, worksheets, forms for the student's evaluation of the activity, and forms for the teacher's evaluation of student performance. (Author/EC)

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ED115744

Westside Area Career
WACOP
Occupations Project

INDEPENDENT STUDY UNIT

FOR EXCEPTIONAL STUDENTS

Developed By Marleen Brown, Paul Gissel
Larry Lawrence, & Carol Cornelius

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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June, 1975

Goal 3.0

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CE 005 555

From An Advisor's Viewpoint

As you know, this program is designed to provide an opportunity for something new and different for Jr. High students who demonstrate high ability and/or motivation. The crux of the program involves three important essentials: the commitment of the student; the activity packet which outlines the specific responsibilities of the activity, and you, the advisor.

While the student assumes the major responsibility for successful, independent completion of the activity he has selected, he should feel free to turn to you for guidance and advice when necessary. Just as this involves "extra" commitment on the part of the student, it will involve some extra commitment on your part.

You should keep a folder on each student you work with and a record of every conference held, all work completed by the student, etc. Although there is an outlined schedule in the activity packet, you are free to supervise the students in any way you feel would result in the best learning experience possible. Some packets are more structured than others, and although the activity packet can "stand alone", you can provide the extra "boost" by information and resources. Part of WACOP's commitment of the Independent Study Program is serving as a resource to you: to provide you with any information, materials, and ideas to share with the I.S. students.

The ideal nature of this program gives us the opportunity to work together and with selected students in a special way: Welcome to the Program:

Independent Study - Beginning Steps for ALL Programs

Fall '74

November 14: A. Distribution of announcements to all 7th and 8th grade students.

November 18: B. Distribution of invitations to students accepted into program.

November 25: C. Advisor, Student, Parent, meeting 7:30 p.m. in school cafetorium. Present I.S. curriculum and outline program. Questions from students and parents answered at this meeting. At this time, distribute Program Selection Sheet and activity information sheets.

November 26: D. Return of parental permission slips and Program Selection Sheet. Receive Activity Worksheet #1 and Independent Study Packet.

December 2: E. Activity Worksheet #1, due for advisor check and return.

Subsequent steps to be determined by the student and advisor; however (when feasible) each program will include:

1) Group instruction and assignment of advisor. Break up into smaller groups with advisors for instruction and question and answer period.

2) Individual student - advisor conferences. Morning conferences 8:00-8:20, sign up one week prior to conferences.

3) Activity-related field trip.

4) Activity-related Job Observation Day.

5) Student evaluation.

6) Teacher evaluation.

7) Presentation of the completed activity to the rest of the I.S. students (and parents).

8) Certificate of accomplishment presented.

Program Selection Sheet

Introduction: You will be working in independent study with an advisor who will give you some direction and guidance, will be evaluating your progress; but, the main responsibility for your learning will be in your hands. This does not mean that you can do anything that you want to, but it does mean that you will have much of the responsibility of setting up your own program with help from your advisor. You must keep up your grades in your other classes and if you do not hand in your required I.S. material on time or fall down in other classes you may be asked to drop from independent study.

NAME_____ Section_____
Date _____

I. Your first task will be to choose your activity for independent study.

☐ Research paper on Arizona History, Government, U.S. History, U.S. Government.

☐ Create a tape library on any of the above topics or an advisor approved topic.

☐ Organize a Career Day for the 7th and 8th grade students.

☐ Investigate one of the branches of the Armed Forces and present your information in an original book, game, set of posters or pictorial scrapbook.

II. Explain why you chose this activity for your Independent Study?

_____

_____

_____

_____

_____

_____
student

_____
parent

INTRODUCTION

Mr. Gissel and Mr. Lawrence, the seventh and eighth grade Social Studies teachers at Palo Verde School, are pleased to extend an invitation to you to participate in a program of independent study in an area to be chosen by the student related to one of the following activities:

A. Write a research paper on Arizona History, Arizona Government, U.S. History, U.S. Government.
B. Record a tape library on any of the above topics or any teacher approved topic.
C. Organize and conduct a Career Day for the 7th and 8th grade students at Palo Verde.
D. Prepare an art (or other) project using information about one of the branches of the Armed Forces.
E. Work as a member of a mini-company to make and sell a product.

In this program, you will be exempt from regular written classroom assignment. However, you will be required to retain above average grades on regular written tests and examinations covering the normal courses of study. If your grades become average or below average you shall be dropped from the program and all regularly required work will be assigned from that time forward.

The individual study will be developed by you with guidance being provided by Mrs. Carol Cornelius, Mr. Gary Beatty and a Westside Area Career/Occupations Project Consultant, (in addition to the above named teachers). When agreement has been reached, a contract form will be completed and signed by both the student and his parents.

It is unlikely that the reference materials at Palo Verde will provide adequate information for any topic selected. Therefore, it will be necessary for participating students to use: the public library; a home library; newspapers; magazines, and when possible, interviews with authorities on a chosen topic. In addition, special arrangements have been made for students to use the library at Glendale Community College. Thus, it is more than likely that you will have to do some additional study during the evening and weekend hours.

Evaluations will be made according to the terms of the contract. A student remaining in the program will be awarded a grade of one or two in addition to an Honors Report at the end of each grading period.

This is an opportunity for a student who we feel is limited by the regular classroom schedule to satisfy an intellectual curiosity. However, in this program, you understand that you are accepting more responsibility for your own learning and behavior. We feel that you are capable of participation in this type of project. On Monday, November 25 at 7:30 in the Palo Verde School Cafeteria, we will meet with all students and their parents invited to participate in this Program. At this time we can answer any questions you may have and distribute the activity choice packet to you.

Sincerely yours,

Mr. Gissel

Mr. Lawrence

Independent Study Information Sheet

RESEARCH PAPER

Activity Description: The student will research any topic in American or Arizona History or Government using any books, tapes, records, resource people, etc. available to him and will complete in a step-by-step approach a paper written by him to include an introduction, body, conclusion, and bibliography. The final product if accepted, will be placed in the school library for student use.

Objectives

In choosing this activity the advisors have set forth these objectives. By completing this activity the student will:

1. Narrow down a broad topic into a workable topic with the end product a research paper to be completed by_____.
2. Find sources on the topic, read and interpret these and take notes to be used in writing the research paper.
3. Make a topical outline on the topic of the research paper.
4. Make a full sentence outline to be used in writing the research paper.
5. Write an introduction and conclusion to the research paper upon completion of the body of the paper.
6. Put together a final research paper according to a prescribed form (including an introduction, body, conclusion, and bibliography) either type-written or hand-written neatly in ink.

Student Objectives

1. In choosing this activity, the one thing I hope to learn is_____
_____.
2. This activity will give me a chance to_____.
3. My main reason for choosing this activity is_____.
4. In completing this activity I will have a better understanding of
_____.
5. By working independently with the teacher as an advisor I will be able to _____.

Independent Study
Tape Library Information

Activity Description: The student will find the sources, make a topic proposal, tape and edit a tape library to be presented to I.S. group and advisors and be placed in library for further student use.

Objectives

In choosing this activity the advisors have set these objectives. By completing this activity, the student will:

1. Use and operate a tape recorder.
2. Edit tapes for the best finished product.
3. Plan and conduct at least one interview.
4. Identify and use different sources to be combined into a tape library.
5. Follow the same theme or topic through the entire tape library.
6. Demonstrate to a group the finished product (tape library).

Student Objectives

1. In choosing this activity, the one thing I hope to learn is _____.
2. This activity will give me a chance to _____.
3. My main reason for choosing this activity is _____.
4. In completing this activity I will have a better understanding of _____.
5. By working independently with the teacher as an advisor I will be able to _____.

Independent Study
Career Day Information

Activity Description: You will have the entire responsibility of planning and conducting a Career Day for all the other Jr. High students. The theme, date, publicity, scheduling, everything (!!) will be in your hands.

Objectives

In choosing this activity, the advisors have set these objectives. Through completing this activity, the student should:

1. Put into practice the steps in making decisions which will affect many other people.
2. Work with other students and adults to accomplish a particular goal.
3. Carry out the responsibilities and identify the problems involved in putting on a Career Day.
4. Develop and utilize skills in speaking and writing.
5. Plan and conduct a Career Day for Junior High students at Palo Verde.

1. In choosing this activity, the one thing I hope to learn is

   _____.
2. This activity will give me a chance to _____.
3. My main reason for choosing this activity is _____.
4. In completing this activity I will have a better understanding of

   _____.
5. By working independently with the teachers as an advisor I will be able to _____.

Independent Study

Armed Forces Activity Information

Description: You will have the chance to research and compile information on one of the branches of the Armed Forces. (Army, Navy, Marine Corps, Air Force.) Your information can be presented in an original:

a. pictorial scrapbook
b. book that is bound by hard cover and contains illustrations (comic books included)
c. series of posters in the form of an advertising campaign
d. game which other students can play to learn about the Armed Forces.

Objectives

In choosing this activity, the advisors have set these objectives. Through completing this activity the student will:

1. Think about and plan for a long-range activity.

2. Use methods and sources of gaining information.

3. Put into practice the steps in making decisions.

4. Develop and use language arts skills in speaking and writing for gathering the necessary information.

5. Compile much information into a form that is easily understood and interesting to others.

6. Personally meet and spend time with persons in the Armed Forces and/or areas related to one of the above activities.

Student Objectives

1. In choosing this activity the one thing I hope to learn most is

_____.

2. I hope this activity gives me the chance to _____

_____.

3. I hope that completing this activity will give me a better understanding of _____.

4. My main reason for choosing this activity is _____

_____.

5. By working independently with the teacher as an advisor, I will be able to

_____.

Job Observation Days

WHAT ARE THEY?

They are special days sponsored by several schools in Western Maricopa County and arranged by WACOP (Westside Area Career/Occupation's Project) during which students are released from their regular classes to go and observe someone in a career of interest to them.

WHAT IS WACOP?

WACOP is a state-funded project assigned to work with the schools to bring more Career Education to students.

WHAT TYPES OF CAREERS PEOPLE AGREE TO SPONSOR STUDENTS FOR THE JOB OBSERVATION DAY?

Almost every type of career has been observed by students on job observation days so far. The people they observe all termed "employer/sponsors" and have included everything from midwives and electricians to veterinarians and senators.

WHAT TYPES OF PREPARATIONS ARE MADE FOR THE JOB OBSERVATION DAY?

The students must complete a career exploration unit before making their job observation choices. Parents must provide written permission for the activity. The student's other teachers are notified of the school-approved absence. All employer/sponsors receive confirmation letters before the J.O.D. including all important details.

HOW DOES THE EMPLOYER/SPONSOR PLAN THE DAY FOR THE STUDENTS?

We leave this mostly up to the sponsors. We tell them that the student needs some direct contact with the typical routines, advantages and disadvantages of this job they are considering for their futures. Activities such as: showing the student related jobs in the immediate area, allowing students to observe and talk to someone at work in his chosen area for a while, showing students how employees are trained, and providing opportunities for the student to try his hand at some of the actual tasks or experiences common to the job--all are of great value and interest to the student.

WHAT HAPPENS AFTER THE JOB OBSERVATION DAY?

Both employer/sponsors are sent a questionnaire to evaluate the experience. Employer/sponsors also receive written thanks and a reaction note from the students on their opinion of the J.O.D. We encourage the student to contact their employer/sponsor in the future for any advice on a course of action actually leading to that career.

To: Independent Study Advisors
Palo Verde Elementary School
Phoenix, Arizona

Date:_____

Subject: Enrollment in the Independent Study Program

Dear Advisors,

I accept your invitation to participate in the Independent Study Program. I understand that I am responsible, under your guidance, for completing an activity of my choice and making a presentation to the Independent Study Program. In addition, I agree to follow the terms of my I.S. packet. I understand that my academic and social behavior must remain beyond question.

If I fail to comply with the rules of the program I understand that I may be asked to leave the program. However, I may withdraw from the program at any time without fear of reprisal from my advisors.

_____
Student Signature

_____
Parent Signature

Independent Study - Beginning Steps for ALL Programs

Fall '74

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November 18: B. Distribution of invitations to students accepted into program.

November 25: C. Advisor, Student, Parent, meeting 7:30 p.m. in school cafetorium. Present I.S. curriculum and outline program. Questions from students and parents answered at this meeting. At this time, distribute Program Selection Sheet and activity information sheets.

November 26: D. Return of parental permission slips and Program Selection Sheet. Receive Activity Worksheet #1 and Independent Study Packet.

December 2: E. Activity Worksheet #1, due for advisor check and return.

Subsequent steps to be determined by the student and advisor; however (when feasible) each program will include:

1) Group instruction and assignment of advisor. Break up into smaller groups with advisors for instruction and question and answer period.

2) Individual student - advisor conferences. Morning conferences 8:00-8:20, sign up one week prior to conferences.

3) Activity-related field trip.

4) Activity-related Job Observation Day.

5) Student evaluation.

6) Teacher evaluation.

7) Presentation of the completed activity to the rest of the I.S. students (and parents).

8) Certificate of accomplishment presented.

Independent Study Information Sheet

RESEARCH PAPER

Activity Description: The student will research any topic in American or Arizona History or Government using any books, tapes, records, resource people, etc. available to him and will complete in a step-by-step approach a paper written by him to include an introduction, body, conclusion, and bibliography. The final product if accepted, will be placed in the school library for student use.

Objectives

In choosing this activity the advisors have set forth these objectives. By completing this activity the student will:

1. Narrow down a broad topic into a workable topic with the end product a research paper to be completed by_____.
2. Find sources on the topic, read and interpret these and take notes to be used in writing the research paper.
3. Make a topical outline on the topic of the research paper.
4. Make a full sentence outline to be used in writing the research paper.
5. Write an introduction and conclusion to the research paper upon completion of the body of the paper.
6. Put together a final research paper according to a prescribed form (including an introduction, body, conclusion, and bibliography) either type-written or hand-written neatly in ink.

Student Objectives

1. In choosing this activity, the one thing I hope to learn is_____ _____.
2. This activity will give me a chance to_____.
3. My main reason for choosing this activity is_____.
4. In completing this activity I will have a better understanding of _____.
5. By working independently with the teacher as an advisor I will be able to _____.

I.S. Research Paper - Schedule

1. Fill out Activity Worksheet #1. Included in this worksheet should be: (I) topic or area your research will cover, (II) sources you have found for your research (books, papers, records, tapes, resource people, films, etc.), (III) and the places where you have found your information.

2. Meet with advisor(s) for instructions in research techniques (use of the library and note taking). At this time, hand in Worksheet #1.

3. Receive corrected Worksheet #1 and Research Proposal Worksheet #2. After your trip to the library, you are to write down your proposal for research findings: (I) topic narrowed down to workable size for research, (II) list of sources to be read and used for research paper, (III) what you hope to prove, disprove, or find out by doing this research paper. Fill out materials requisition form.

4. Sign-up for individual student-advisor conference. Individual problems will be discussed with your teacher-advisor; you are to bring your note cards.

5. You are to continue your research and prepare for note card check. Note cards are to be turned in to your advisor and returned with further suggestions.

6. Meet with advisor for group instruction in outlining.

7. First topical outline turned in, checked by advisor and returned with suggestions.

8. Revised and expanded topical outline turned in, checked by advisor and returned.

9. Worksheet #3 turned in by student and returned with recommendations from advisor.

10. Turn in full sentence outline, advisor will check and return to you.

11. Schedule second student/advisor conference. Bring your note cards, topical outline, and revised full sentence outline.

12. Midpoint evaluation turned in by student in order to check your progress to date.

13. Your first draft (including introduction) is due. Your advisor will check it and return it with recommendations.

14. Your second draft including introduction and conclusion is due. It will be checked and returned by your advisor.

15. Your final draft including introduction, conclusion, and bibliography is due. At this time schedule your third student/advisor conference.

16. Meet with your advisor for final conference.

17. Your final paper is due with final student evaluation.

18. Teacher evaluation of I.S. Research Paper.

Worksheet #1

I.S. Program Selection - Research Paper Activity

I. My topic for my research paper may cover the following area(s)_____

_____

_____

II. I have found the following sources for my research paper (name specific books, records, tapes, papers, resource people, films.)

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

III. I was able to locate the above sources at:

_____

_____

_____

_____

_____

Worksheet #2

I.S. Research Proposal - Research Paper

I. The topic for my research paper will be: _____

_____

II. Make a list of all sources and authors on your topic:

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

III. By doing this research paper I hope to _____

_____

_____

_____

_____

_____

_____

Materials Request Form - I.S. Activity

Name_____

Topic or title of I.S._____

_____

List below ALL materials you will need to make and complete your first copy. Also indicate if you have these materials or your advisor must get them for you.

Materials	I have	I need

Worksheet #3

I.S. Research Paper

I. Give an example of one of your notecards below

Advisor Recommendations

_____

_____

_____

_____

II. Below list the five or six broad areas you plan to cover in your research paper

I. _____

II. _____

III. _____

IV. _____

V. _____

VI. _____

III. Break down your above broad topics into at least two smaller topics

I. _____
   A. _____
   B. _____

II. _____
   A. _____
   B. _____

III. _____
   A. _____
   B. _____

Mid-Point Evaluation

I.S. Research Paper

I. Below list the five or six broad areas covered by your research paper in full sentences.

II. Take the above five or six areas and further explain them using at least two full sentences.

Final Student Evaluation

Student Objectives:

In reviewing the objectives I set for myself, I feel I_____

Student Evaluation of Independent Study

Signature: _____
student

_____
advisor

Teacher Evaluation of Research Paper

STUDENT_____ GRADED BY_____

TITLE OF PAPER_____

PART I - INTRODUCTION _____

PART II - BODY _____

PART III - CONCLUSION_____

FOOTNOTES_____

BIBLIOGRAPHY_____

OTHER COMMENTS _____

I.S. Performance Evaluation

RESEARCH PAPER

Student:

Advisor: Date:

Performance Objectives:

This student has demonstrated satisfactory ability in:

_____ 1. Narrowing down a broad topic into a workable topic with the end product a research paper.

_____ 2. Finding sources on a topic, reading and interpreting these and taking notes which were used in writing the research paper.

_____ 3. Making a topical outline on the topic.

_____ 4. Making a full sentence outline used in writing the research paper.

_____ 5. Writing an introduction and conclusion to the research paper.

_____ 6. Putting together the final paper including: Introductions; body, conclusion and bibliography; all presented in proper form.

Teacher Evaluation _____

_____

_____

_____

_____

_____

_____

_____

Signature: _____
student

_____
teacher

Independent Study
Tape Library Information

Activity Description: The student will find the sources, make a topic proposal, tape and edit a tape library to be presented to I.S. group and advisors and be placed in library for further student use.

Objectives

In choosing this activity the advisors have set these objectives. By completing this activity, the student will:

1. Use and operate a tape recorder.
2. Edit tapes for the best finished product.
3. Plan and conduct at least one interview.
4. Identify and use different sources to be combined into a tape library.
5. Follow the same theme or topic through the entire tape library.
6. Demonstrate to a group the finished product (tape library).

Student Objectives

1. In choosing this activity, the one thing I hope to learn is

   _____.
2. This activity will give me a chance to _____.
3. My main reason for choosing this activity is _____.
4. In completing this activity I will have a better understanding of

   _____.
5. By working independently with the teacher as an advisor I will be able to _____.

I.S. Tape Library - Schedule

1. Fill out Activity Worksheet #1. Included on worksheet should be area tape library will cover, sources from which taped material will come (books, interviews, records, tapes) and places from which these sources can be found.

2. Meet with your advisor for instruction in the use of the tape recorder and testing for accuracy and skill.

3. Receive corrected Activity Worksheet #1 and Research Proposal Worksheet #2, in which you are to write a proposal for the tape library which will include: number of tapes to be composed, topic of library, type of tape (song, story, interview, etc.) and the purpose of the tape library. This is to be completed after your trip to the library.

4. Sign-up for your first individual student-advisor conference. Individual problems will be discussed with your advisor. At this time you will be checked on your ability to use the tape recorder.

5. Fill out Tape Intent Worksheet #3 and material requisition slip. After receiving your advisor's approval begin first taping.

6. Make an appointment for your first evaluation. At this time your advisor will point out weaknesses and strengths of your first tape. Discuss with your advisor the option of a Job Observation Day.

7. Fill out second Tape Intent Worksheet for tapes and begin taping after receiving advisor's approval.

8. Begin planning first interview and fill out interview Worksheet #4 upon receiving advisor approval. Conduct first interview.

9. Continue with the rest of the tapes and interviews, each time filling out an intent sheet and receiving approval.

10. Your final draft of the tape library project is due. At this time schedule your third student/advisor conference.

11. Meet with your advisor for final conference.

12. Your final tape library project is due with final student evaluation.

13. Receive your advisor evaluation of your Tape Library.

14. Schedule a presentation to the rest of the Independent Study Program.

WORKSHEET #1

I.S. Program Selection - Tape Library Activity

I. My Tape Library may cover the following areas:

_____

_____

_____

_____

_____

II. I have found the following sources for my Tape Library (name specific books, records, tapes, people, etc.)

_____ _____

_____ _____

_____ _____

_____ _____

III. I was able to locate the above sources at:

_____

_____

_____

_____

_____

_____

_____

_____

_____

WORKSHEET #2

I.S. Research Proposal - Tape Library Activity

I. The topic for my tape library will be:

_____

_____

II. The purpose of my tape library is: _____

_____

_____

_____

_____

III. I will be using the following types of tapes with the sources for each listed below:

		Sources	
Songs	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
Books	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
Stories	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
Interviews	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
Tapes	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
Records	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

IV. I estimate I will need _____ number of minutes of tape to finish my Tape Library.

WORKSHEET #3

I.S. Tape Intent - Tape Library Activity

I. Topic of this tape #_____ for my tape library is: _____

_____

II. The length of this tape will be_____ minutes.

III. This tape will: _____

_____

_____

_____

IV. The following sources will be used for this tape:

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

V. I will follow the procedure below in making this tape:

_____

_____

_____

VI. These are the problems I might have:

_____

☐ Approved

☐ Recommendations:_____

_____

Materials Request Form - I.S. Activity

Name_____

Topic or title of I.S. _____

_____

List below ALL materials you will need to make and complete your first copy. Also indicate if you have these materials or your advisor must get them for you.

Materials	I have	I need

EVALUATION #1

I.S. - Tape Library

Teacher Evaluation

I. Tape followed topic of tape library. _____
Comments: _____

_____

_____

II. Tape was clear and easy to understand. _____
Comments: _____

_____

III. Tape used all sources from the intent sheet. _____
Comments: _____

_____

_____

IV. Parts of tape blended well together. _____
Comments: _____

_____

V. Tape covered what student said it would. _____
Comments: _____

_____

_____

Student Evaluation

I. Would you say that this tape accomplished everything listed on your tape intent sheet? If no, why not? _____

_____

II. What are the major strengths? _____

_____

III. What are the major weaknesses? _____

_____

Worksheet #4

I.S. Interview Intent - Tape Library Activity

I. The person I'll be interviewing is _____

_____

II. The topic of this interview is _____

_____

III. The purpose of this interview is _____

_____

IV. The following questions will be used for this interview: _____

_____

_____

_____

_____

_____

_____

_____

V. In setting up this interview I will: _____

_____

_____

_____

VI. These are the problems I might have: _____

_____

☐ Approved

☐ Recommendations _____

_____

Student Evaluation

Student Objectives:

In reviewing the objectives I set for myself, I feel I _____

_____

_____

_____

_____

Student Evaluation:

If you were to start your tape library over, what would you do differently this time?

_____

_____

_____

_____

_____

_____

_____

_____

_____

student

I.S. PERFORMANCE EVALUATION

TAPE LIBRARY

Student:

Advisor: Date:

Performance Objectives:

This student has demonstrated satisfactory ability in:

_____1. Using and operating a tape recorder.

_____2. Editing tapes to achieve the best possible finished product.

_____3. Planning and conducting an interview.

_____4. Identifying and using different sources to produce a tape library.

_____5. Following the same theme or topic throughout the entire tape library.

_____6. Demonstrating the tape library to a group.

Teacher Evaluation: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Independent Study
Career Day Information

Activity Description: You will have the entire responsibility of planning and conducting a Career Day for all the other Jr. High students. The theme, date, publicity, scheduling, everything (!!) will be in your hands.

Objectives

In choosing this activity, the advisors have set these objectives. Through completing this activity, the student should:

1. Put into practice the steps in making decisions which will affect many other people.
2. Work with other students and adults to accomplish a particular goal.
3. Carry out the responsibilities and identify the problems involved in putting on a Career Day.
4. Develop and utilize skills in speaking and writing.
5. Plan and conduct a Career Day for Junior High students at Palo Verde.

1. In choosing this activity, the one thing I hope to learn is

   _____.
2. This activity will give me a chance to _____.
3. My main reason for choosing this activity is _____.
4. In completing this activity I will have a better understanding of

   _____.
5. By working independently with the teachers as an advisor I will be able to _____.

I.S. Career Day Schedule

1. Fill out Sheet #1 Career Area Selection. Included are various possible types of Career Days which could be planned. For each type list specific areas and places where various sources can be found on each area. (use Yellow Pages)

2. Fill out Sheet #2 Career Day Planning

3. Meet with advisor to discuss Sheets #1 and #2.

4. Subsequent steps will be decided upon by the students and the advisor; however as part of the activity the student will:

   a. Decide upon a date and theme for the Career Day

   b. Arrange for scheduling of speakers

   c. Plan the Career Day Schedule

   d. Plan and conduct advertising for the Career Day

   e. Plan activities in preparation for and following the Career Day

   f. Obtain publicity for the Career Day

   g. Send home participation questionnaires to parents.

   h. Explore the option of a Job Observation Day.

   i. Be responsible for meeting, introducing and thanking the speakers.

   j. Evaluation of the day

   k. Evaluation of your performance.

Career Area Selection Sheet #1

1. List the various types of Career Days which would be interesting.

_____ _____

_____ _____

_____ _____

2. For each type, list the topics you would like speakers to cover.

Type	Type	Type	Type	Type

3. Pick the 2 types that have the most possible topics and for each topic, list a source where you might find a person to speak on that topic (the yellow pages may help.)

_____

_____

_____

_____

_____

_____

_____

Career Day Planning Sheet #2

1. List everything you can think of that must be done in planning a Career Day. You may ask others for their opinions. (It may help you to think of the 5 W's: Who, What, Where, When, Why)

2. After you've listed each thing that must be done, number them in order that they should be done.

Who

What

Where

When

Why

Final Student Evaluation

Student Objectives:

In reviewing the objectives I set for myself, I feel I_____

Student Evaluation of Independent Study

Signature: _____
student

_____
advisor

I.S. Performance Evaluation

Career Day

Student:

Advisor: Date:

Performance Objectives:

This student has demonstrated satisfactory ability in:

_____1. Putting into practice the steps in making decisions which will affect many other people.

_____2. Working with other students and adults to accomplish a particular goal.

_____3. Carrying out the responsibilities and identifying the problems involved in putting on a Career Day.

_____4. Developing and utilizing skills in speaking and writing.

_____5. Planning and conducting a Career Day for Junior High students at Palo Verde.

Teacher Evaluation of your part in this activity.

_____

_____

_____

_____

_____

_____

Signature: _____
student

_____
advisor

Independent Study

Armed Forces Activity Information

Description: You will have the chance to research and compile information on one of the branches of the Armed Forces. (Army, Navy, Marine Corps, Air Force.) Your information can be presented in an original:

a. pictorial scrapbook
b. book that is bound by hard cover and contains illustrations (comic books included)
c. series of posters in the form of an advertising campaign
d. game which other students can play to learn about the Armed Forces.

Objectives

In choosing this activity, the advisors have set these objectives. Through completing this activity the student will:

1. Think about and plan for a long-range activity.

2. Use methods and sources of gaining information.

3. Put into practice the steps in making decisions.

4. Develop and use language arts skills in speaking and writing for gathering the necessary information.

5. Compile much information into a form that is easily understood and interesting to others.

6. Personally meet and spend time with persons in the Armed Forces and/or areas related to one of the above activities.

Student Objectives

1. In choosing this activity the one thing I hope to learn most is

_____.

2. I hope this activity gives me the chance to _____

_____.

3. I hope that completing this activity will give me a better understanding of _____.

4. My main reason for choosing this activity is _____

_____.

5. By working independently with the teacher as an advisor, I will be able to

_____.

I.S. Armed Forces - Schedule

1. Fill out Topic Worksheet #1. Included should be area of Armed Forces to be covered, sources from which information will be obtained and places from which these sources can be found. Also list a tenative method for presenting this information.

2. Meet with your advisor for instruction in gathering information. At this time hand in Worksheet #1 and receive Project Proposal Worksheet #2.

3. This is to be completed after your field trip to the library (or appropriate location) to obtain general knowledge of scope of information to be presented.

4. Schedule your first individual student/advisor conference to discuss and further plan your activity. At this time, Worksheet #2 is due.

5. Prepare and present a topical outline for advisor approval.

6. Revise your outline and begin gathering information on the branch of the Armed Forces you are investigating.

7. Information you've gathered is to be presented on note cards. Fill out the midpoint evaluation and Worksheet #3 (your presentation intent sheet) is due. Fill out a materials request form and schedule your second conference to receive approved intent sheet and discuss method of presentation, materials necessary and help needed.

8. Obtain needed help and begin compiling the information into one of the methods chosen.

9. Begin developing skills in the method chosen--explore the option of a Job Observation Day in order to observe and gain beginning competency in skills necessary for your project. Read the explanation of the Job Observation Day.

10. Make rough copy of your project and schedule conference with your advisor to obtain approval.

11. Begin work on your final copy and schedule your final advisor conference.

12. Your final copy is due with your student evaluation.

13. Receive your advisor evaluation of your Project.

14. Schedule a presentation to the rest of the Independent Study Program.

Worksheet #1

I.S. Topic Selection - Armed Forces Activity

1. The branch of the Armed Forces I may investigate is the _____

_____ _____

2. I have found the following sources for my investigation: (name specific books, records, tapes, people, etc.)

_____ _____

_____ _____

_____ _____

_____ _____

3. I was able to locate the above sources at:

_____

_____

_____

_____

_____

_____

_____

4. I may present my information in the form of an original:

book set of posters game pictorial scrapbook

5. Give a brief description of the way you may present the information you've gathered _____

_____

_____

_____

_____

6. I feel I know . . . nothing . . . a little . . . pretty much . . . about how to make it.

Worksheet #2

I.S. - Armed Forces Project Proposal

I. I chose ☐ Air Force ☐ Army ☐ Navy ☐ Marines for my research because _____

II. I will be using the following sources to do my research:

III. I hope to show the following about the Armed Forces: _____

IV. I chose ☐ Books ☐ Posters ☐ Game ☐ Pictorial Scrapbook to show what I've learned about the Armed Forces because:

Materials Request Form - I.S. Activity

Name_____

Topic or title of I.S. _____

_____

List below ALL materials you will need to make and complete your first copy. Also indicate if you have these materials or your advisor must get them for you.

Materials	I have	I need

Midpoint Evaluation

I.S. - Armed Forces Project

I. Below in one or two paragraphs explain what you feel are the most important things you have learned about the branch of the service you have researched for I.S.

II. Teacher Evaluation of information gathered for Armed Forces I.S. Project.

Worksheet #3

Presentation Intent Sheet

1. I will be presenting my information in a _____.

2. Give a brief description of the way you plan on presenting the information you've gathered. _____

_____

_____

_____

_____

3. These are the things I'll have to do to get my presentation ready

_____

_____

_____

_____

_____

_____

_____

4. I feel I'll need help when it comes to _____

_____

_____

_____

_____

_____

_____

☐ Approved

☐ Recommendations

Student Evaluation

Student Objectives:

In reviewing the objectives I set for myself, I feel I _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Student Evaluation:

Write a short paragraph about how you feel about this project; would you do anything differently if you were starting over; what did you learn?

_____

_____

_____

_____

_____

_____

_____

_____

Signature: _____
student

I.S. Performance Evaluation

Armed Forces

Student:

Advisor: Date:

Performance Objectives:

This student has demonstrated satisfactory ability in:

_____1. Thinking about and planning for a long-range activity.

_____2. Learning about and using methods and sources of gaining information.

_____3. Learning and putting into practice the steps in making decisions.

_____4. Developing and using language arts skills in speaking and writing for gathering the information necessary.

_____5. Compiling much information into a form that is easily understood by and interesting to others.

_____6. Personally meeting and spending time with persons in the Armed Forces and/or areas related to the activity chosen.

Teacher Evaluation

Job Observation Days

WHAT ARE THEY?

They are special days sponsored by several schools in Western Maricopa County and arranged by WACOP (Westside Area Career/Occupation's Project) during which students are released from their regular classes to go and observe someone in a career of interest to them.

WHAT IS WACOP?

WACOP is a state-funded project assigned to work with the schools to bring more Career Education to students.

WHAT TYPES OF CAREERS PEOPLE AGREE TO SPONSOR STUDENTS FOR THE JOB OBSERVATION DAY?

Almost every type of career has been observed by students on job observation days so far. The people they observe all termed "employer/sponsors" and have included everything from midwives and electricians to veterinarians and senators.

WHAT TYPES OF PREPARATIONS ARE MADE FOR THE JOB OBSERVATION DAY?

The students must complete a career exploration unit before making their job observation choices. Parents must provide written permission for the activity. The student's other teachers are notified of the school-approved absence. All employer/sponsors receive confirmation letters before the J.O.D. including all important details.

HOW DOES THE EMPLOYER/SPONSOR PLAN THE DAY FOR THE STUDENTS?

We leave this mostly up to the sponsors. We tell them that the student needs some direct contact with the typical routines, advantages and disadvantages of this job they are considering for their futures. Activities such as: showing the student related jobs in the immediate area, allowing students to observe and talk to someone at work in his chosen area for a while, showing students how employees are trained, and providing opportunities for the student to try his hand at some of the actual tasks or experiences common to the job--all are of great value and interest to the student.

WHAT HAPPENS AFTER THE JOB OBSERVATION DAY?

Both employer/sponsors are sent a questionnaire to evaluate the experience. Employer/sponsors also receive written thanks and a reaction note from the students on their opinion of the J.O.D. We encourage the student to contact their employer/sponsor in the future for any advice on a course of action actually leading to that career.

Conference Sign-up Sheet

Date	Name	Time

Independent Study

Date _____

Dear Parent:

_____ has been asked to resign from the Independent Study Program for the following reason:

____ Examination grades have become "Average"

____ Examination grades have become "below average"

____ Failure to select an approvable topic

____ Failure to appear at scheduled meetings

____ Failure to appear for scheduled appointments with advisors

Other

_____

_____

_____

_____

_____

Sincerely yours,

_____
Advisor

_____
Advisor

Date: _____

Parental signature _____

Please return

Independent Study

Date _____

Dear Parent:

We, the Independent Study advisors, have been notified by

_____ that _____

no longer wishes to participate in the Independent Study Program. The following reason has been given to us: _____

_____

_____

_____

_____

_____

_____

Sincerely yours,

_____
Student

_____
Advisor

Date:_____

Parental signature _____

Please return